**K-5 ELA Lesson Plan**

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| **Teacher: Mrs. Twala Howard** | | **Grade:5** | | | **Date(s)**: August 27th |
| **Unit Title: Reading Writing Apprentice** | | | **Corresponding Unit Task:1** | | |
| **Essential Question(s): How do readers use what they know about the patterns use what they know about the patterns of text structure to read nonfiction text? How do readers write in response to reading before,during,and after reading to deepen understanding(reader’s notebook, graphic organizer) Why do authors’ write informational text? How do we engage in collaborative discussion?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Young colonists text, Message in the Sky Read aloud**  **Engaging scenario assignment**  **Pre-assessement**  **Getting to know each other warm-up**  **Chart paper**  **baseline**  **map** | | | | **Colonists ,task, scenario, audience, brochure, purpose, procedure, colonies** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI. 5.10,Read and comprehend informational texts;RI.5.8 explain how an author uses reasons and evidence,RI.5.9 Integrate information from several texts on the same topic,RI.5.1 Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text.**  **I Can Statement(s):I can quote accurately from a text. I can write notes in a graphic organizer. I can write a paragraph about my best and worst summer experience.**  **Instructional Plan: Modeled : teacher will read aloud Young colonists and use graphic organizer to model taking notes.(main idea, details, summary)**  **Guided Practice: teacher and students will read about games and recreation and complete note taking on graphic organizing(main idea, details, summary) In groups**  **Independent: Students read article colonists clothing complete note taking using guided frame to answer main idea, details. etc** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Writing**  **Standards: RI. W.5.10 Write routinely over extended time frame (time for research, reflection, and revision)**  **I Can Statement(s) I can write a paragraph about my best and worst summer experience.**  **I Can Statement(s): I can listen and share important details from a story or graphic organizer.**  **Instructional Plan: Students will listen to read aloud and watch as I model how to take notes about main idea and supporting details. I will write a two sentence summary to summarize the story.**  **GP: Students and teacher read and practice taking notes from a story on the overhead projector about Colonial schools.**  **IP: Students read about colonial games and recreation that children played in colonial America.**  **Instructional Plan: Students will write a two paragraph story about their summer vacation from a writing prompt from the board.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Word Study**  **Standards:L.5.2 Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling when writing,**  **L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.**  **I Can Statement(s): I can work collaboratively with my group to define new words.**  **Instructional Plan:**  **Teacher will model how to use context clues to define new vocabulary.**  **GP: Students will practice using a vocabulary graphic organizer together to define new vocabulary and share with the class presentation style.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Speaking & Listening** | | | | |
| **Closing/Summarizing Strategy** | **Write a summary using 20 words or less about one topic of colonial life I learned about today.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students write about how they think life was 200 years ago in America.** | | **Use a shorter version of the text.** | | | **Read their shortened version**  **and support them with read aloud by teacher or peer.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Pre-assessment | | | | | |
| **Teacher Reflection:** Begin brainstorming with students list of apprentice jobs they may want to do as a brochure. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*